DOCUMENT RESUME

ED 319 322 HE 023 515

AUTHOR McLeod, Stephen G.
TITLE A Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquisitions Project.
PUB DATE Jan 90
NOTE 51p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Libraries; *Change Strategies; Higher Education; *Interaction; *Library Acquisition; Library Collection Development; Library Services; *Organizational Change; Private Colleges; Program Development; *Program Effectiveness

ABSTRACT

The practicum sought to identify areas of relative strength and weakness in support for the Saint Leo College (Florida) Library Acquisitions Project, a project to improve library support to the Military Education Program administered by Saint Leo College on military installations throughout the Southeast. Using the Interactive Forces Theory of Organization Change, the practicum identified and rated interactive forces impacting on the project; produced indices for each discrete force, for each category of forces, and for the resultant of all forces at each developmental stage; and identified areas of relative strength and weakness. Key findings included: (1) the institutionalization stage was the stage of weakest support, and the refinement stage received strongest support; (2) for every stage, extrapersonal forces constituted the strongest force category, and goal hiatus forces were the weakest force category; and (3) for the institutionalization stage, the goal hiatus force associated with reaffirming accreditation was identified as the weakest goal hiatus force, and the force associated with improving instruction as the strongest goal hiatus force. Interactive strategies were recommended to ensure the success of the project, such as using the refinement stage to buttress support for the project in preparation for the institutionalization stage. Includes 31 references. (Author/JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319322

A STUDY TO IDENTIFY AREAS OF RELATIVE STRENGTH AND WEAKNESS IN SUPPORT FOR THE SAINT LEO COLLEGE LIBRARY ACQUISITIONS PROJECT

by

Stephen G. McLeod, M.A.

Saint Leo College

BEST COPY AVAILABLE

A Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

January 1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

STEPHEN G. MCLEOD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 023 515

ABSTRACT

The purpose of this practicum was to identify areas of relative strength and weakness in support for the Saint Leo College Library Acquisitions Project.

The following procedures were implemented: (1) the interactive forces impacting on the Project were identified; (2) three raters who were familiar with both the Project and the institution assessed these forces; (3) the ratings were tabulated to produce indices for each discrete force, for each category of forces, and for the resultant of all forces at each developmental stage; (4) areas of relative strength and weakness with regard to support for the project were identified.

Key findings included the following: (1) the institutionalization stage was identified as the stage of weakest support, and the refinement stage as the stage of strongest support; (2) for every stage, extrapersonal forces constituted the strongest force category, and goal hiatus forces the weakest force category; and (3) for the institutionalization stage, the goal hiatus force associated with reaffirming accreditation was identified as the weakest goal hiatus force, and the force associated with improving instruction as the strongest goal hiatus force.

Based on the findings, seven interactive strategies were recommended to ensure the success of the Library Acquisitions Project. The two key strategies were (1) using the refinement stage to buttress support for the project in

preparation for the institutionalization stage and (2) making strategic planning the driving force for the Project during the institutionalization stage. Each strategy was accompanied by a package of implementing tactics.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
LIST OF TABLES	v
SECTION	
1. INTRODUCTION	1
2. BACKGROUND AND SIGNIFICANCE	3
Appropriateness of the Practicum for the Seminar	7
Significance to the Institution	10
3. PROCEDURES	14
Assumptions and Limitations	19
Definition of Terms	19
4. RESULTS	20
Strong and Weak Developmental Stages	21
Strong and Weak Force Categories	22
Strong and Weak Discrete Forces	22
5. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS	26
Discussion	27
Implications	29
Recommendations	32
BIBLIOGRAPHY	39
APPENDICES	
A. INTERACTIVE FORCES MATRIX	42
B. POOLED RATINGS FOR THE FORCES INVOLVED IN INSTITUTIONALIZING THE SAINT LEO COLLEGE LIBRARY ACQUISITIONS PROJECT	44

INTRODUCTION

The purpose of this practicum was to identify areas of relative strength and weakness in support for the Saint Leo College Library Acquisitions Project. In order to accomplish this purpose, Martorana and Kuhns' (1975) Interactive Forces Matrix was applied.

Saint Leo College is a private, coeducational liberal arts college whose main campus is located twenty-five miles north of Tampa, Florida. In addition to its main campus activities, the college operates an off-campus Military Education Program (MEP) that is administered through fifteen resident centers located on military installations throughout the Southeast. In 1986, the college completed a $1.9 million renovation of the main campus library (Quarteroni, 1986). The resources of this library are extensive, but the fifteen off-campus centers are remote from the library. Library support for the academic programs at these centers continues to come primarily from their respective base libraries. Since these libraries do not belong to the college and were not designed to serve the specific academic needs of the college, there have been significant gaps between program requirements and available library resources, as a recent study reveals (McLeod, 1989). The Library Acquisitions Project is an educational innovation designed to fill these gaps and improve library support to the off-campus MEP centers.

When this practicum was conducted, the Library Acquisitions Project was in its pilot phase. Before the project moved into the refinement phase, the change managers (i.e., the project coordinator, the associate MEP dean, and the MEP dean) needed a clear picture of support for the project in all phases of its life cycle. Such an overview of the support picture was necessary to facilitate the strategic planning process in two important ways: (1) it would identify areas of relative strength and weakness in the support for the project; and (2) it would provide a basis for developing strategies and tactics to insure the project's success. Martorana and Kuhns' (1975) Interactive Forces Matrix (Appendix A) was selected as an appropriate assessment instrument to provide this overview.

Martorana and Kuhns' (1975) Interactive Forces Matrix was selected for several reasons. First, there exists a comprehensive theoretical framework for applying the instrument: Martorana and Kuhns' (1975) Interactive Forces Theory of Organizational Change. By taking into account the <u>interaction</u> of those forces bearing on the success of an innovation, this theory takes into account the complexity involved in organizational change and avoids the pitfalls that result when events are viewed as the result of simple linear chains of causation. Second, the Interactive Forces Matrix was appropriate to the purpose of the practicum: the Matrix is designed to provide an overview of the relative strengths and weaknesses in support for an educational

innovation through all phases of its life cycle. Third, the Matrix is easy to use: experts who are familiar with both the institution and the innovation rate the strength of the forces bearing on the project's success, and the numerical ratings are then tabulated according to straightforward mathematical formulae. Lastly, the expertise necessary to make these assessments was readily available in the Director of the Hurlburt-Eglin Center, the Associate MEP Dean, and the MEP Dean.

BACKGROUND AND SIGNIFICANCE

Martorana and Kuhns (1975) trace the roots of their Interactive Forces Theory of Organizational Change to the pioneering work of Kurt Lewin (1935b) and to the work of such structural-functional theorists as Talcott Parsons (1951). Lewin (1935b) bases his Dynamic Theory of Personality on what he characterizes as a Galilean, as opposed to an Aristotelian, mode of thought. This Galilean approach leads him to posit the absolute lawfulness of all behavior (Lewin, 1935a). In Lewin's (1935c) view, B = f(P, E): behavior is a function of personality and environment. In order to understand or predict behavior, one must understand the dynamic interaction of the individual person and the total, concrete situation as they exist at a given moment of time or at a particular stage of development. Lewin (1935c) maintains that this dynamic interaction of forces can be depicted according to the

principles of topological mathematics. Force is a key concept in Lewin's theory, and he maintains that forces can be defined in terms of their direction, strength, and point of application and that forces can be represented as mathematical vectors. With respect to the goal orientation of the individual, Lewin (1935c) speaks of driving forces or forces with postive valence and of restraining forces (i.e., barriers) or forces with negative valence. The idea of interaction is expressed in the key concept of the resultant of forces: "The real locomotion must occur in every case according to the direction and strength of the resultant of the momentary forces" (Lewin, 1935c:81). Lewin's (1951) Field Theory applies these same principles to the study of group dynamics. For both Lewin (1951) and Parsons (1951), interaction is the key to understanding organizational change.

The concept of interaction forms the cornerstone of Martorana and Kuhns' (1975) Interactive Forces Theory of Organizational Change. Martorana and Kuhns' (1975) rely heavily on the Lewinian concept of the resultant of forces to give their theory predictive capability. An understanding of the work of Lewin (1935a, 1935b, 1935c, 1951) and Parsons (1951) thus proved most helpful in applying Martorana and Kuhns' (1975) theory to this practicum.

Martorana and Kuhns' (1975) Interactive Forces Theory of Organizational Change provides a conceptual framework for analyzing the progress of an innovation or for predicting

its success at a future stage of development. Martorana and Kuhns (1975) recognize five stages of development: (1) exploration, (2) formulation, (3) trial, (4) refinement, and (5) institutionalization. They also recognize three kinds of interactive forces that affect the innovation's development: (1) personal forces, (2) extrapersonal forces, and (3) goal hiatus forces. Personal forces fall into three categories: (1) decision-makers, (2) implementors, and (3) consumers. Extrapersonal forces include both tangibles (such as land and facilities) and intangibles (such as laws and institutional policies). The goal hiatus force refers to the gap between the level of aspiration and the level of achievement with respect to the goals associated with the innovation.

This conceptual framework is predicated on the following six postulates:

1. The forces bearing on the success of an innovation are "identifiable, separable, and describable," and the impact of each force in terms of both strength and direction is, to some degree, predictable (Martorana and Kuhns, 1975:179).

2. These forces <u>interact</u>. Some forces tend to reinforce each other's effect on the innovation; other forces tend to cancel each other's effect on the innovation.

3. The interaction of these forces over time produces an identifiable "life cycle" that consists of the five

stages of development mentioned above (Martorana and Kuhns, 1975:179).

4. In order for an innovation to progress to the institutionalization stage, the momentum of support from positive forces must exceed the interference from negative forces at each stage of development: the resultant of all forces must be positive during each developmental phase.

5. The impact of the specific forces varies at various stages of development. For example, the Academic Dean's permission to try the innovation might be critical in moving a project from the exploration stage to the trial stage. During the trial stage itself, however, support from the faculty might be a more critical factor.

6. The strength of the goal hiatus force varies directly according to the relative importance of the goal: goals of higher institutional priority generate greater momentum for change than do goals of lesser priority.

Within this conceptual framework, the Interactive Forces Matrix (Appendix A) provides a tool for translating the theory into practice. The specific forces impacting on a given innovation can be identified and placed in the matrix, and the assessments of experts can be used to produce an overview of the support picture at each stage of the project's development. Change managers can then formulate appropriate strategies and tactics to insure the project's success. This practicum translated theory into practice in precisely this way.

Appropriateness of the Practicum for the Seminar

This practicum was particularly appropriate for the seminar on the Politics, Law, and Economics of Higher Education. In the unit on politics, the concept of the educational institution as a political system was introduced, and conceptual frameworks for understanding organizational change were discussed (Martorana, Kelley, and Nespoli, 1988). Among these conceptual frameworks were Easton's (1965) Dynamic Response Model, Martorana and Kuhns' (1975) Interactive Forces Theory of Organizational Change, Richardson's (1974) Cyclical Pattern of Governance Theory, and Vergin's (1976) Organizational Policy Evaluation Model. Students were encouraged to apply insights from change theory to the improvement of their own institutions (Martorana, Kelley, and Nespoli, 1988). In keeping with the emphasis on converting theory into practice, this practicum involved the application of Martorana and Kuhns' (1975) Interactive Forces Theory of Organizational Change to the analysis of a real-world educational innovation: the Saint Leo College Library Acquisitions Project.

The study of higher education from the political perspective also included the exploration of strategies and tactics for effecting change (Blocker, Bender, and Martorana, 1975). Based on his review of the work of Bennis (1973), Conrad (undated), Lindquist (1978), and Martorana and Kuhns (1975), Levine (1980) offers twelve strategies for implementing change. They may be summarized

as follows: (1) create a demand for change; (2) reduce threat and avoid a hard-line approach; (3) avoid timidity; (4) utilize timing; (5) tailor the change to the organization; (6) evaluate the change; (7) communicate effectively; (8) solicit the help of organizational leaders; (9) establish a base of active support; (10) incorporate rewards into the change; (11) prepare for the post-adoption period; and (12) plan and organize. Levine (1980) observes that educational innovations are particularly vulnerable during the post-adoption period (i.e., the institutionalization stage). Rogers (1983) also notes that educational changes tend to be short-lived. These observations suggest that change managers should devote special attention to selecting strategies and tactics aimed at the institutionalization stage. Connor and Lake (1988) identify four broad strategic approaches to effecting change: (1) facilitative, (2) informational, (3) attitudinal, and (4) political. Zaltman and Duncan (1977) and Connor and Lake (1988) stress the importance of selecting strategies that work in concert. These insights from the literature of planned change guided the selection of appropriate strategies and tactics to ensure the success of the Saint Leo College Library Acquisitions Project.

Insights from the unit on the economics of higher education were also applicable to this practicum. Students were expected to identify the economic forces at work in their respective institutions and to recognize the potential

economic consequences of applying particular institutional strategies (Martorana, Kelly, and Nespoli, 1988). Indeed, the ability to apply the economic perspective is vital for anyone who wishes to bring about positive educational change--especially in higher education's present state of retrenchment.

Moran (1984) observes that the increasing volume and rising cost of publications have prevented college libraries from maintaining their previous levels of collection development. College libraries are faced with the obstacle of retrenchment at the very time when they need to keep pace with the exponential growth of information. Indeed, Martorana (1988) warns that most violations of sound educational policy occur for economic reasons. Levine (1980) observes that innovations succeed or fail--not on the basis of their intrinsic educational value--but on the basis of their perceived compatibility with the parent institution and their perceived profitability to it. He further suggests that profitability is the most critical factor. Lindquist (1978) stresses the importance of building material and psychic rewards into innovations. In developing strategies and tactics to ensure the success of the Saint Leo College Library Acquisitions Project, these insights from the economic perspective were given careful consideration.

Significance to the Institution

This practicum was significant for Saint Leo College for two major reasons: first, it constituted an important step in facilitating the success of the college's Library Acquisitions Project; second, it contributed significantly to the strategic planning process.

Three major institutional goals were associated with the success of the Library Acquisitions Project. These goals were (1) to increase library holdings, (2) to improve instruction, and (3) to reaffirm accreditation. The gaps between the library resources needed in support of Military Education Program courses and the holdings of the base libraries had long been an area of institutional concern (Hunt, 1987; Kosuda, 1988; McLeod, 1989), and Saint Leo College officials were aware of the relationship between library resources and the quality of instruction (McLeod, 1989). These concerns were reinforced by the requirements of the college's accrediting agency (the Southern Association of Colleges and Schools) as the college engaged in strategic planning to reaffirm its accreditation (Kosuda, 1988; Durst, 1989).

The strategic planning process provides an opportunity to identify strengths and weaknesses in the internal environment, to identify opportunities and threats in the external environment, to formulate a vision of the desired future, and to select strategies and tactics for making the desired future a reality (Groff, 1989). Cassarly (1987)

observes that the self-study is a well-established means of assessing the internal environment of an educational organization, and she recommends that self-study be a continuous process that extends beyond the immediate requirements of accreditation. Saint Leo College's strategic planning process included a self-study. By identifying strengths and weaknesses in support for the Library Acquisitions Project, this practicum added a political dimension to Saint Leo College's strategic planning process.

In his comments on the practicum proposal, the cluster coordinator asks what would happen if this practicum were not completed (Tamburello, 1989). His question serves to underscore the vital role of this practicum in the strategic planning process, for the goals associated with the Library Acquisitions Project are a vital part of Saint Leo College's preferred future. Without the insights provided by this practicum, the Library Acquisitions Project might not persist to the institutionalization stage, and the worst-case scenario might occur: (1) library support for off-campus programs would remain inadequate; (2) the quality of instruction would suffer; and (3) the college might even lose its accreditation. Beyond these immediate threats, Kosuda (1988:1) notes that library support for off-campus programs must be improved because "the reputation, credibility, and integrity of Saint Leo College are felt to be suspect if action is not taken."

On the positive side, this practicum provided an opportunity to ensure the success of the Library Acquisitions Project and to contribute to making the desired future a reality: improvements in library support and in the quality of instruction would be realized, and a potential obstacle to the reaffirmation of accreditation would be removed. By providing a basis for the development of strategies and tactics to insure the success of the Library Acquisitions Project, this practicum made a significant contribution to the strategic planning process and to the actualization of Saint Leo College's preferred future.

Moreover, the methodology of the practicum proved particularly appropriate for this task. Richardson and Rhodes (1985) observe that neither the rationalist-scientific approach to the planning of change nor the incrementalist-political approach has proven entirely satisfactory. They suggest, however, that the strategic planning process provides a conceptual framework in which the best aspects of each approach can be combined. Martorana and Kuhns' (1975) Interactive Forces Theory already combines the mathematical precision of the rationalist approach with the flexibility of the political perspective. By linking the Interactive Forces Theory with strategic planning, this practicum multiplied the effectiveness of both Martorana and Kuhns' (1975) theory and Saint Leo College's strategic planning process.

Connor and Lake (1988:114) observe that change managers must not only comprehend the "big picture" but also grasp the many particulars involved in implementing change. Quinn (1988) warns that, while rationalist approaches to organizational change are useful, such approaches also pose the danger of blinding managers to the totality of the situation. For this reason, he advocates integrating the tools of rational management into a holistic approach. While some might classify Martorana and Kuhns' (1975) Interactive Forces Theory as a rationalist theory, a key postulate of the theory (i.e., the concept of the innovation as having a "life cycle" with developmental stages) encourages an organic, holistic approach to the management of change. Moreover, Martorana and Kuhns' (1975) Interactive Forces Matrix combines this holistic perspective with precise predictive capability. On the one hand, by examining the resultant of all interactive forces at each developmental stage, change managers can keep their eyes on the big picture and observe a project's developmental pattern. On the other hand, by examining the index for each "identifiable, separable, and describable" force at each stage of development, change managers can pinpoint the specific targets at which strategies and tactics should be aimed (Martorana and Kuhns, 1975:179). In this practicum, Martorana and Kuhns' (1975) Interactive Forces Matrix was applied in this integrative way in order to insure the success of the Saint Leo College Library Acquisitions

Project, to facilitate the achievement of institutional goals, and to enhance the process of strategic planning.

PROCEDURES

The purpose of this practicum was to identify areas of relative strength and weakness with regard to support for the Saint Leo College Library Acquisitions Project. In order to accomplish this purpose, the following procedures were implemented.

Step 1: Identification of forces. The personal, extrapersonal, and goal hiatus forces bearing on the success of the Library Acquisitions Project were identified and placed in the matrix at Appendix A.

Step 2: Rating of forces. The MBP Dean, the Associate MBP Dean, and the Director of the Hurlburt-Eglin Center then assessed the strength and direction of these forces for each stage of the project's development. Two criteria governed the selection of the three raters: (1) familiarity with Saint Leo College and (2) familiarity with the Library Acquisitions Project. Personal and extrapersonal forces were rated on a scale from -10 to +10, with no zero ratings permitted. Goal hiatus forces were also assessed for each developmental stage. For each goal associated with the project, the strength of Saint Leo College's aspiration toward the goal was rated on a scale from 1 to 10, with 10 denoting a goal of top priority. The level of achievement for each goal was likewise rated on a scale of 1 to 10, with

an aspiration rating of 10 denoting a goal that was fully achieved. The assessments of the three raters were then pooled by taking the mean of the individual ratings for each force at each developmental stage, and the pooled ratings were entered into the matrix at Appendix A.

Step 3: Derivation of force indices. The pooled ratings were then tabulated to produce (a) an index of the strength and direction of each discrete force at each stage of development, (b) an index of the strength and direction of each category of force (i.e., personal, extrapersonal, and goal hiatus) at each stage of development, and (c) an index of the resultant of all forces at each developmental stage. These indices were derived according to the procedures set forth in Steps 3a-3c below.

Step 3a: Indices for discrete forces. The indices for the discrete forces at each stage of development were calculated as described in Steps 3a(1)-3a(3).

Step 3a(1): Indices for personal forces. For personal forces, the index for a given force at a given developmental stage was expressed as a fraction whose numerator was the pooled rating for that force (P) and whose denominator was the maximum possible rating for personal forces (max. P):

$$\text{personal force index} = \frac{P}{\text{max. P (always 10)}}$$

This fraction was then reduced by dividing the numerator by the denominator. The possible range for the personal force

index is from -1 to +1. The most negative index possible occurs when the rating for a personal force is -10:

$$\text{personal force index} = \frac{-10}{10} = -1$$

The most positive index possible occurs when the rating for a personal force is +10:

$$\text{personal force index} = \frac{+10}{10} = +1$$

Step 3a(2): Indices for extrapersonal forces. For extrapersonal forces, the index for a given force at a given developmental stage was expressed as a fraction whose numerator was the pooled rating for that force (E) and whose denominator was the maximum possible rating for extrapersonal forces (max. E):

$$\text{extrapersonal force index} = \frac{E}{\text{max. E (always 10)}}$$

This fraction was then reduced by dividing the numerator by the denominator. As with personal forces, the possible range for the index of extrapersonal forces is from -1 to +1.

Step 3a(3): Indices for goal hiatus forces. The goal hiatus force associated with a particular institutional goal at a given developmental stage was derived by entering the

pooled aspiration and achievement ratings for that goal into the following formula:

$$\text{goal hiatus force} = \frac{T(T - D)}{\max T(\max T - \min D)}$$

where T = the pooled aspiration rating

D = the pooled achievement rating

max T = the maximum possible aspiration rating (always 10)

min D = the minimum possible achievement rating (always 1).

The denominator is thus a constant of 90. The possible range for the goal hiatus index is from -0.28 to +1. The most negative goal hiatus index possible occurs when the aspiration level is 5 and the achievement level is 10:

$$\text{goal hiatus force} = \frac{5(5 - 10)}{90} = \frac{-25}{90} = -0.28$$

The most positive goal hiatus index possible occurs when the level of aspiration is 10 and the level of achievement is 1:

$$\text{goal hiatus force} = \frac{10(10 - 1)}{90} = \frac{90}{90} = +1$$

Step 3b: Composite indices. The composite index for each category of force (i.e., personal, extrapersonal, and goal hiatus) was then derived according to the procedures described in Steps 3b(1)-3b(3).

Step 3b(1): Composite index for personal forces. The composite index for personal forces at a given developmental

stage was derived by taking the mean of the indices for all the discrete personal forces operant at that stage. As with the index for individual personal forces, the possible range of the composite index for personal forces is from -1 to +1.

Step 3b(2): Composite index for extrapersonal forces. The composite index for extrapersonal forces at a given developmental stage was derived by taking the mean of the indices for all the discrete extrapersonal forces operant at that stage. As with the index for discrete extrapersonal forces, the possible range for the composite index of extrapersonal forces is from -1 to +1.

Step 3b(3): Composite index for goal hiatus forces. The composite index for goal hiatus forces at a given developmental stage was derived by taking the mean of the indices for the discrete goal hiatus forces operant at that stage. As with the index for discrete goal hiatus forces, the possible range of the composite index for goal hiatus forces is from -0.28 to +1.

Step 3c: Resultant. The resultant of all forces for a given developmental stage was then derived by adding the composite indices for personal, extrapersonal, and goal hiatus forces for that stage:

resultant = personal + extrapersonal + goal hiatus.

Step 4: Identification of areas of relative strength and weakness in support. Areas of relative strength and weakness in support for the Library Acquisitions Project were then

identified. In identifying areas of relative strength and weakness, the analysis proceeded from the global level to the discrete level: the resultant indices were examined first; then the composite indices were examined; and finally, the discrete force indices were examined.

Assumptions and Limitations

The underlying assumptions of this study were the six premises on which Martorana and Kuhns' (1975) Interactive Forces Theory is predicated. These premises are outlined in the "Background and Significance" section of this practicum.

This study was limited by the subjective nature of the assessments. While expert raters were chosen, the ratings assigned by each rater were predicated on his subjective perceptions of the innovation and the institutional situation.

Definition of Terms

Discrete force index: an indicator of the strength and direction of the power emanating from a particular personal, extrapersonal, or goal hiatus force at a particular developmental stage.

Composite force index: an indicator of the strength and direction of the power emanating from the interaction of forces in a particular category (i.e., personal, extrapersonal, or goal hiatus) at a particular developmental stage.

Resultant force index: an indicator of the strength and direction of the power emanating from the interaction of all forces at a particular developmental stage.

Personal force: the power emanating from individuals or groups of individuals in their capacity as decision-makers, implementors, or consumers.

Extrapersonal force: the power emanating from tangible entities such as land, facilities, or equipment and from intangible entities such as laws, traditions, or instititional policies.

Goal hiatus force: the power generated by the gap between aspiration and achievement with respect to the goals associated with an innovation.

Hurlburt-Eglin Center: Located in the greater Fort Walton Beach (Florida) area, the Hurlburt-Eglin Center is one of the fifteen off-campus locations of the Saint Leo College Military Education Program and is the site at which the trial stage of the Library Acquisitions Project was conducted.

RESULTS

While derivation of the data (procedural steps 1-3) proceeded from the discrete to the global, analysis of the data (procedural step 4) moved in the opposite direction. Accordingly, Table 1 presents the data obtained from procedural step 3c; Table 2 displays the data derived from procedural step 3b; and Table 3 displays the data

obtained from procedural step 3a. Appendix B summarizes the data derived from procedural steps 1-2.

The purpose of this practicum was to identify areas of relative strength and weakness with regard to support for the Saint Leo College Library Acquisitions Project. This purpose was accomplished by analyzing the data displayed in Tables 1-3 in accordance with procedural step 4. The following results were obtained.

Strong and Weak Developmental Stages

An examination of the resultant force index for each stage of development (Table 1) yielded the following results: stage 4 (refinement) was identified as the stage of strongest support; stage 3 (trial) was identified as a stage of relatively weak support; and stage 5 (institutionalization) was identified as the stage of weakest support.

TABLE 1

Resultant Force Index for Each Developmental Stage

	Developmental Stages				
	1	2	3	4	5
Resultant	+1.34	+1.37	+1.29	+1.52	+1.24

NOTE: Stage 1 = exploration; stage 2 = formulation; stage 3 = trial; stage 4 = refinement; stage 5 = institutionalization. The range of possible ratings is from -0.28 to +3.

Strong and Weak Force Categories

An examination of the composite force indices (Table 2) for each developmental stage yielded the following results: the extrapersonal forces were identified as the strongest category of forces at each developmental stage, and the goal hiatus forces were identified as the weakest category of forces at each developmental stage.

TABLE 2

Composite Force Indices

Categories of Interactive Forces	Developmental Stages				
	1	2	3	4	5
Personal	+.45	+.47	+.46	+.64	+.55
Extrapersonal	+.48	+.53	+.53	+.72	+.65
Goal Hiatus	+.41	+.37	+.30	+.16	+.04

NOTE: Stage 1 = exploration; stage 2 = formulation; stage 3 = trial; stage 4 = refinement; stage 5 = institutionalization. The range for personal and extrapersonal forces is from -1.00 to +1.00; the range for goal hiatus forces is from -0.28 to +1.00.

Strong and Weak Discrete Forces

An examination of the discrete force indices (Table 3) yielded the following results.

Personal Forces

Stage 1. The main campus librarian, the college president, and the base education officers were identified as the weakest personal forces at stage 1. The project coordinator and the director of the Hurlburt-Eglin Center were identified as the strongest personal forces at stage 1.

Stage 2. At stage 2, the weakest personal forces were identified as the budget officer, the base education officers, and the main campus librarian. The strongest personal forces at this stage were identified as the project coordinator and the director of the Hurlburt-Eglin Center.

Stage 3. At stage 3, the budget officer and the main campus librarian were identified as the weakest personal forces. The project coordinator, the director of the Hurlburt-Eglin Center, and the associate MEP dean were identified as the strongest personal forces at stage 3.

Stage 4. At stage 4, MEP students and the budget officer were identified as the weakest personal forces. The project coordinator, the MEP dean, the associate MEP dean, and the director of the Hurlburt-Eglin Center were identified as the strongest personal forces at this stage.

Stage 5. At stage 5, the weakest personal forces were identified as the base education officers, the budget officer, MEP faculty (implementors), and MEP students. The strongest personal forces at stage 5 were identified as the MEP dean, the associate MEP dean, and the academic vice president.

Extrapersonal Forces

At each stage of development, the college budget was identified as the weaker extrapersonal force, and SACS (Southern Association of Colleges and Schools) policy was identified as the stronger extrapersonal force.

Goal Hiatus Forces

Stages 1-3. For stages 1-3, goal hiatus force 1 (the force associated with the goal of increasing library holdings) was identified as the weakest goal hiatus force. Goal hiatus force 3 (the force associated with the goal of reaffirming accreditation) was identified as the strongest goal hiatus force for stages 1-3.

Stage 4. At stage 4, goal hiatus force 2 (the force associated with the goal of improving instruction) was identified as the weakest goal hiatus force. Goal hiatus force 3 (the force associated with the goal of reaffirming accreditation) was identified as the strongest goal hiatus force at stage 4.

Stage 5. At stage 5, goal hiatus force 3 (the force associated with the goal of reaffirming accreditation) was identified as the weakest goal hiatus force. Goal hiatus force 2 (the force associated with the goal of improving instruction) was identified as the strongest goal hiatus force at stage 5.

TABLE 3

Discrete Force Indices

Interactive Forces	Developmental Stages 1	2	3	4	5
Personal (range: -1 to +1)					
Decision-makers:					
Pres.	+0.17	+0.27	+0.27	+0.50	+0.63
Acad. VP	+0.27	+0.40	+0.43	+0.57	+0.83
MEP Dean	+0.47	+0.50	+0.47	+0.87	+0.93
Assoc. Dean	+0.67	+0.73	+0.77	+0.87	+0.87
H-E Director	+0.93	+0.87	+0.80	+0.85	+0.50
Ed. Officers	+0.17	+0.17	+0.27	+0.53	+0.20
Implementors:					
Proj. Cdntr.	+0.77	+0.93	+1.00	+0.93	+0.55
Directors	----	----	----	+0.67	+0.60
MEP Faculty	----	----	+0.43	+0.70	+0.27
MC Librarian	+0.10	+0.20	+0.10	+0.55	+0.55
Base Librns.	----	+ 0.50	+0.43	+0.67	+0.63
Budget Offcr.	----	+0.15	+0.10	+0.40	+0.27
Consumers:					
MEP Faculty	----	----	----	+0.50	+0.50
MEP Students	----	----	----	+0.35	+0.33
Base Librns.	+0.50	+0.50	+0.50	+0.60	+0.57

TABLE 3 (Cont.)

Developmental Stages

Interactive Forces	1	2	3	4	5
Extrapersonal (range: -1 to +1)					
Budget	+0.13	+0.23	+0.23	+0.43	+0.30
SACS	+0.83	+0.83	+0.83	+1.00	+1.00
Goal Hiatus (range: -0.28 to +1)					
1. Increase library holdings	+0.12	+0.16	+0.18	+0.12	+0.03
2. Improve instruction	+0.27	+0.24	+0.21	+0.11	+0.09
3. Reaffirm accreditation	+0.85	+0.70	+0.52	+0.26	+0.00

NOTE: Stage 1 = exploration; stage 2 = formulation; stage 3 = trial; stage 4 = refinement; stage 5 = institutionalization. The range for personal and extrapersonal forces is from -1.00 to +1.00; the range for goal hiatus forces is from -0.28 to +1.00. The mark ---- denotes a force that is not operant at the stage indicated.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The discussion section that follows parallels the earlier presentation of results. The implications section summarizes the major insights that governed the development of strategies and tactics to ensure the success of the Library Acquisitions Project. The recommendations section sets forth the specific strategies and tactics that were

recommended to the Dean of the Saint Leo College Military Education Program (MEP).

Discussion

Strong and Weak Stages of Development

Martorana and Kuhns (1975) observe that, if an innovation is to proceed to institutionalization, the resultant force index must be positive at each stage of development. The resultant for the Library Acquisitions Project was positive for each developmental stage (Table 1), and this fact bodes well for the adoption of the project as a permanent feature of Saint Leo College.

The identification of stage 5 (institutionalization) as the stage of weakest support (Table 1) was consistent both with Levine's (1980) warning that innovations are particularly vulnerable during the institutionalization stage and with Rogers' (1983) observation that educational innovations, once adopted, tend to be short-lived.

Strong and Weak Force Categories

Examination of the composite force indices for each category of force (Table 2) revealed that goal hiatus forces constituted the weakest category of forces at every stage of development and that extrapersonal forces constituted the strongest category of forces at every stage of development. Moreover, while the goal hiatus force was observed to wane through all stages of development, the extrapersonal force

was seen either to remain constant or to increase during stages 1-4. A drop in support from all force categories was predicted for stage 5, with the severest decline predicted for the goal hiatus force.

Strong and Weak Discrete Forces

Personal forces. Examination of the discrete personal forces (Table 3) revealed the budget officer as a weak personal force at every stage during which he was operant. While support from the base education officers (a weak personal force during stages 1 and 2) was predicted to increase during stages 3 and 4, a sharp decline in their support was predicted for stage 5. A sharp decline in support from MEP faculty implementors was also predicted for this stage. Moreover, weak support from MEP students was predicted for both stage 4 and stage 5.

On the other hand, strong support from certain key decision-makers was predicted for stages 3-5: from the project coordinator, the director of the Hurlburt-Eglin Center, and the associate MEP dean at stage 3; from the project coordinator, the associate MEP dean, and the MEP dean at stage 4; and from the MEP dean, the associate MEP dean, and the academic vice president at stage 5 (Table 3).

Extrapersonal forces. Examination of the discrete extrapersonal forces (Table 3) revealed that the budget was the weaker extrapersonal force at every developmental stage and that SACS (Southern Association of Colleges and Schools)

policy was the stronger force at every developmental stage. Identification of the budget as a relatively weak extrapersonal force was consistent with the identification of the budget officer as a weak personal force. The relative weakness of the budget as a supporting force was also consistent with Moran's (1984) observations on the retrenchment faced by college libraries.

Goal hiatus forces. Examination of the discrete goal hiatus forces (Table 3) revealed that, while the goal of reaffirming accreditation would generate the strongest support for the project at stages 1-4, this goal would generate no supporting force at all in stage 5. This prediction was consistent with the expectation that reaccreditation would be reaffirmed during stage 5: a fully realized goal generates no goal hiatus force (Martorana and Kuhns, 1975).

The predicted waning of the positive forces associated with the goals of increasing library holdings and improving instruction (Table 3) during stages 3-5 was consistent with the expectation that steady progress would be made toward the achievement of both goals: as the gap between aspiration and achievement narrows, the strength of the goal hiatus force decreases (Martorana and Kuhns, 1975).

Implications

From the analysis of the data, two key insights emerged. First, the prediction that the goal of reaffirming

accreditation would generate no goal hiatus force at all in stage 5 indicated that, prior to stage 5, a new driving force for the Library Acquisitions Project would have to be identified, a driving force that would power the project long after accreditation had been reaffirmed. Second, just as the forces impacting on the Library Acquisitions Project were interactive forces, so the strategies and tactics developed to insure its success would have to be interactive strategies. The development of interactive strategies and tactics was consistent with Martorana and Kuhns' (1975) Interactive Forces Theory and with the approaches to planned change advocated by Connor and Lake (1988), by Quinn (1988), and by Zaltman and Duncan (1977).

Strategic planning provided the answer to both challenges. The college was already using strategic planning as the means of reaffirming its accreditation. If the continuance of strategic planning could be assured, and if the Library Acquisitions Project could be linked to the strategic planning process, then the continuance of the Library Acquisitions Project would also be assured. The continuance of strategic planning was consistent with Casserly's (1987) recommendation that self-study (a vital part of strategic planning) be a continuous process that extends beyond the immediate demands of accreditation. The first challenge had thus been met: strategic planning itself would become the engine that powered the Library Acquisitions Project.

Strategic planning also provided the answer to the second challenge of developing interactive strategies. The strategic planning process itself is an interactive process. Once strengths and weaknesses have been identified, strategic planning calls for the development of interactive strategies and tactics that build on the strengths and compensate for or eliminate the weaknesses (Groff, 1989). In developing strategies and tactics to insure the success of the Library Acquisitions Project, the basic principle of strategic planning would therefore be applied: developmental stages where support was strong would be used to strengthen stages where support was weak, and forces of strong support would be used to strengthen forces of weak support.

This approach suggested that the stage of strongest support (refinement) might be used to buttress support for the project in preparation for the stage of weakest support (institutionalization). The relative weakness of the trial stage might be overcome by moving the project as quickly as possible into the strong refinement stage.

The strongest category of force (the extrapersonal force) might be used to strengthen the weakest category (the goal hiatus force). Specifically, SACS requirements might be used to funnel budgetary resources into efforts to increase the aspiration level for the goals of increasing library holdings and improving instruction.

The strong discrete forces could be used to strengthen the weak discrete forces. With regard to the personal

forces, the key decision-makers, who supported the project strongly, were in an ideal position to strengthen support among the weaker personal forces by creating a demand for change, as Martorana and Kuhns (1975) suggest, and by building material and psychic rewards into the project, as Lindquist (1978) suggests. The use of material and psychic rewards would be consistent with Levine's (1980) emphasis on profitability. With regard to the extrapersonal forces, the stronger extrapersonal force (SACS policy) might be used to justify an increase in the budgetary allocation for the Library Acquisitions Project. As noted earlier, the waning of the goal hiatus force associated with reaffirming accreditation could be countered by making strategic planning the driving force for the Library Acquisitions Project. Because the goals of increasing library holdings and improving instruction were open-ended goals, the waning of the goal hiatus force associated with these goals could be countered by increasing the aspiration level for these goals during stages 3-5. The strategic planning self-study could be used to build aspiration for improved instruction and increased library resources into the official goal statement of Saint Leo College.

Recommendations

In order to ensure the success of the Saint Leo College Library Acquisitions Project, the following strategies and

tactics were recommended to the Dean of the Saint Leo College Military Education Program (MEP):

Strategy 1. Compensate for the waning of the goal hiatus force associated with the reaffirmation of accreditation by making the strategic planning process the driving force that powers the Library Acquisitions Project. Implement this strategy by the following means:

Tactic 1a. Insure that strategic planning will be sustained long after accreditation is reaffirmed by incorporating into the goal statement of Saint Leo College the following two goals: (1) to sustain strategic planning as a tool for building community in the college and for shaping the future of the institution and (2) to develop strategic thinking skills in faculty and students.

Tactic 1b. Include the Military Education Program centers in the strategic planning process by (1) conducting a self-study at each MEP center, (2) holding a town meeting at the MEP centers prior to each main campus town meeting, and (3) sending the center directors to each main campus town meeting as the representatives for their centers.

Tactic 1c. Link the Library Acquisitions Project to the strategic planning process by the following two methods: (1) by ensuring that the MEP directors address the concern over off-campus library support in the self-studies for their centers and (2) by ensuring that the MEP directors unanimously express this concern as they represent their centers at the main campus town meetings.

Tactic 1d. Link the Library Acquisitions Project to the strategic planning process by including in the goal statement of Saint Leo College the following two goals: (1) to provide off-campus library support that is equivalent to on-campus library support and (2) to accomodate the variety of student learning styles by providing a variety of learning media at both on-campus and off-campus centers.

Strategy 2. Counter the waning of the goal hiatus force associated with the improvement of instruction by increasing the aspiration to improve instruction through the Library Acquisitions Project. Accomplish this by means of the following tactics:

Tactic 2a. At each resident center, conduct regular in-service workshops on the importance of library resources to the educational process. In these workshops, focus on the importance of providing a variety of learning media to accomodate the variety of student learning styles.

Tactic 2b. Encourage faculty to use library resources as a means of improving instruction by awarding Professional Development Fund grants to faculty who do so.

Strategy 3. Counter the waning of the goal hiatus force associated with increasing library holdings by raising the aspiration to increase library holdings through the Library Acquisitions Project. Accomplish this by means of the following tactics:

Tactic 3a. Increase faculty and student awareness of the value of library resources through library orientations

by (1) requiring a library orientation of all new faculty as a precondition of employment, (2) encouraging faculty to schedule library orientations tailored to course content, and (3) including this point on the Student's Perceptions of Teaching and Learning Form (the form used to evaluate courses).

Tactic 3b. Increase faculty and student demand for library resources by (1) placing current book, periodical, and audiovisual catalogs in each office of every MEP center and (2) directing attention to these catalogs in college communications media (i.e., Spectrum and Focus).

Strategy 4. Use the positive momentum generated by SACS requirements to increase the positive momentum from the college budget. Accomplish this by the following means:

Tactic 4a. Using SACS requirements as justification, request an additional budgetary allocation for the Library Acquisitions Project.

Tactic 4b. Increase the funding for the Library Acquisitions Project by obtaining government grants. Grants for library acquisitions are available through the United States Department of Education (Lesko, 1984). Use SACS requirements as justification for the request.

Strategy 5. Strengthen support from the budget officer, the base education officers, and the faculty implementors by increasing demand for the benefits of the Library Acquisitions Project among faculty consumers and among students. Do this by the following means:

Tactic 5a. Involve students as project implementors by soliciting requests for library resources from students.

Tactic 5b. Facilitate the requesting of materials by incorporating a "Request for Library Resources" section into two course evaluation forms already in use: (1) the Faculty Feedback Form and (2) the Student Perceptions of Teaching and Learning Form.

Tactic 5c. Increase demand among faculty and students by demonstrating tangible rewards for participation in the Library Acquisitions Project. Specifically, purchase as rapidly as possible those library resources that were requested during the trial stage. Continue to purchase requested materials as rapidly as possible during the refinement stage and on into the institutionalization stage. Use the increased funding obtained through strategy 4 (tactics 4a and 4b) to finance these purchases.

Strategy 6. Compensate for the relative weakness of the trial stage by moving the project as quickly as possible into the refinement stage. Do this by the following means:

Tactic 6a. Through consultation with the main campus librarian and with the Hurlburt and Eglin base librarians, determine the most efficient means of identifying shortfalls between the holdings of the base libraries and faculty requests for library resources.

Tactic 6b. Appreciate timing by implementing these procedures immediately, while the Eglin base library is closed for renovation. In this way, Eglin library staff

can implement the procedures without the distractions created by normal customer-service operations.

Tactic 6c. Expedite the purchase of shortfalls so that requested materials will be in place when the Eglin library reopens. In this way, Hurlburt-Eglin faculty will be able to see the tangible rewards of their participation in the pilot project.

Strategy 7. Use the refinement stage to buttress support for the project in preparation for the institutionalization stage: during the refinement stage, conduct a publicity campaign to tout the tangible rewards to faculty consumers and students and to build in psychic rewards for the budget officer, the base education officers, and the faculty implementors. Do this by the following means:

Tactic 7a. Every time a purchase of library resources is made, ensure that faculty and students are informed of it by (1) an announcement in the local college newsletter (i.e., Focus) and (2) an identification marker on the items themselves (i.e., "gift of Saint Leo College" stamped on each book, periodical, or audiovisual item).

Tactic 7b. Tout these purchases in the respective base newspapers and in the local community newspapers as well. Emphasize the benefits to the communities served and praise the budget officer, the base education officers, and the faculty implementors for their their role in securing these benefits.

Tactic 7c. Use the MEP-wide newsletter (i.e., Spectrum) to praise the budget officer, the base education officers, and the faculty implementors for their role in making the Library Acquisitions Project a success.

Implementing the interactive strategies and tactics outlined above will not only ensure the continuance of the of the Saint Leo College Library Acquisitions Project: they will ensure the continuance of strategic planning as well. Ensuring the continuance of both the Library Acquisitions Project and the strategic planning process will improve the educational process in three vital ways: (1) by contributing to the reaffirmation of Saint Leo College's accreditation, (2) by improving instruction, and (3) by increasing library holdings in support of off-campus academic programs. Most importantly, implementing the recommended strategies and tactics will ensure that both the Library Acquisitions Project and the strategic planning process continue to enrich the educational process for both faculty and students long after the immediate concern over reaccreditation has been satisfied.

BIBLIOGRAPHY

Bennis, Warren. The Leaning Ivory Tower. San Francisco: Jossey-Bass, 1973.

Blocker, Clyde E., Louis W. Bender, and S. V. Martorana. The Political Terrain of American Postsecondary Education. Fort Lauderdale: Nova UP, 1975.

Casserly, Mary F. "Accreditation-Related Self-Study as a Planned Change Process: Factors Relating to Its Success in Academic Libraries." Journal of Library Administration, 8(1):85-105. Spring, 1987.

Connor, Patrick E., and Linda K. Lake. Managing Organizational Change. New York: Praeger, 1988.

Conrad, C. "Initiating and Implementing Changes in General Education" (draft), undated.

Durst, Maribeth, Chairperson, Saint Leo College Reaccreditation Steering Committee. "The Self-Study." Memorandum to all subcommittee members. 6 January 1989.

Easton, David. A Framework for Political Analysis. Englewood Cliffs: Prentice-Hall, 1965.

Groff, Warren. Lectures delivered to the West Florida Cluster of Nova University, Pensacola, Florida. March-May, 1989.

Hunt, Paul R., Director, Hurlburt-Eglin Center, Saint Leo College Military Education Program. Personal Interview, Hurlburt Field, Florida. 18 February 1987.

Kosuda, Kay, Saint Leo College Library Director. "Off-Campus Programs: Recommendations for Library Support." Memorandum to Bernard Parker, Vice President for Academic Affairs, Saint Leo College. 2 November 1988.

Leako, Matthew. Getting Yours: The Complete Guide to Government Money. Rev. ed. New York: Viking Penguin, 1984.

Levine, Arthur. Why Innovation Fails. Albany: State University of New York Press, 1980.

Lewin, Kurt. "The Conflict between Aristotelian and Galilean Modes of Thought in Contemporary Psychology." Journal of General Psychology, Vol. 5. 1931: 141-77. Reprinted in Kurt Lewin's A Dynamic Theory of Personality: Selected Papers. Trans. Donald K. Adams and Karl E. Zener. New York: McGraw-Hill, 1935a. 1-42.

Lewin, Kurt. A Dynamic Theory of Personality. New York: McGraw-Hill, 1935b.

Lewin, Kurt. "Environmental Forces in Child Behavior and Development." Chapter 14 of Carl Murcheson's Handbook of Child Psychology. 2nd ed. Revised. Worcester, Mass.: Clark UP, 1933. Reprinted in Kurt Lewin's A Dynamic Theory of Personality: Selected Papers. Trans. Donald K. Adams and Karl E. Zener. New York: McGraw-Hill, 1935c. 66-113.

Lewin, Kurt. Field Theory in Social Science: Selected Theoretical Papers. Ed. Dorwin Cartwright. New York: Harper, 1951.

Lindquist, Jack. Strategies for Change. Berkeley: Pacific Soundings, 1978.

Martorana, S. V. Lecture on the Politics, Law, and Economics of Higher Education delivered at Nova University's Sixteenth Annual Summer Institute, Fort Lauderdale, Florida. Summer, 1988.

Martorana, S. V., J. Terence Kelly, and Lawrence A. Neapoli. Politics, Law, and Economics of Higher Education. Fort Lauderdale: Nova University, 1988.

Martorana, S. V., and Eileen Kuhns. Managing Academic Change: Interactive Forces and Leadership in Higher Education. San Francisco: Jossey-Bass, 1975.

McLeod, Stephen G. "A Study to Identify Library Resources for an Off-Campus Military Education Program." Ed.D. Practicum, Nova University, 1989.

Moran, Barbara B. Academic Libraries: The Changing Knowledge Centers of Colleges and Universities. ASHE-ERIC Higher Education Research Report No. 8. ERIC ED 259 689, 1984.

Parsons, Talcott. The Social System. New York: Free Press, 1951.

Quarteroni, Bob. "Cannon Library Dedicated." Focus, 7(4): 1-2. 19 November 1986.

Quinn, Robert E. Beyond Rational Management. San Francisco: Jossey-Bass, 1988.

Richardson, Richard C., Jr. "Governance Theory: A Comparison of Approaches." Journal of Higher Education, 45(5):344-54. May, 1974.

Richardson, Richard C., Jr., and William R. Rhodes. "Effective Strategic Planning: Balancing Demands for Quality and Fiscal Realities." In William Deegan, Dale Tillery, and Associates' Renewing the American Community College: Priorities and Strategies for Effective Leadership. San Francisco: Jossey-Bass, 1985. 284-302.

Rogers, Carl R. Freedom to Learn for the 80's. Columbus, Ohio: Charles E. Merrill, 1983.

Tamburello, Gaspare E. Practicum Proposal Evaluation Form for Stephen G. McLeod's "Study to Identify Areas of Relative Strength and Weakness in Support for the Saint Leo College Library Acquistions Project," Ed.D. Practicum Proposal, Nova University, 1989.

Vergin, Jon F. "The Evaluation of Organization Policy Making: A Political Model." Review of Educational Research, 46(1):75-116. Winter, 1976.

Zaltman, Gerald, and Robert Duncan. Strategies for Planned Change. New York: Wiley, 1977.

APPENDIX A

INTERACTIVE FORCES MATRIX

INTERACTIVE FORCES MATRIX

(after Martorana and Kuhns, 1975)

Interactive Forces	Developmental Stages: Exploration	Formulation	Trial	Refinement	Institutionalization
Personal (assessed from -10 to +10, with no zero ratings allowed)					
Decision-makers:					
Implementors:					
Consumers:					
Extrapersonal (assessed from -10 to +10, with no zero ratings allowed)					
(tangible resources and facilities; intangible trends, policies, and traditions)					
Goal Hiatus (gap between aspiration and achievement)					
	Aspiration and achievement levels (assessed from 1 to 10)				
	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.
(goals connected with the innovation)					

APPENDIX B

POOLED RATINGS FOR THE FORCES INVOLVED IN INSTITUTIONALING THE SAINT LEO COLLEGE LIBRARY ACQUISITIONS PROJECT

POOLED RATINGS FOR THE FORCES INVOLVED IN INSTITUTIONALING THE SAINT LEO COLLEGE LIBRARY ACQUISITIONS PROJECT

Interactive Forces	Developmental Stages 1	2	3	4	5
Personal (assessed on a scale of from -10 to +10, with no zero ratings allowed)					
Decision-makers:					
Pres.	+1.67	+2.67	+2.67	+5.00	+6.33
Acad. VP	+2.67	+4.00	+4.33	+5.67	+8.33
MEP Dean	+4.67	+5.00	+4.67	+8.67	+9.33
Assoc. Dean	+6.67	+7.33	+7.67	+8.67	+8.67
H-E Director	+9.33	+8.67	+8.00	+8.50	+5.00
Ed. Officers	+1.67	+1.67	+2.67	+5.33	+2.00
Implementors:					
Proj. Cdntr.	+7.67	+9.33	+10	+9.33	+5.50
Directors	----	----	----	+6.67	+6.00
MEP Faculty	----	----	+4.33	+7.00	+2.67
MC Librarian	+1.00	+2.00	+1.00	+5.50	+5.50
Base Librns.	----	+5.00	+4.33	+6.67	+6.33
Budget Offcr.	----	+1.50	+1.00	+4.00	+2.67
Consumers:					
MEP Faculty	----	----	----	+5.00	+5.00
MEP Students	----	----	----	+3.50	+3.33
Base Librns.	+5.00	+5.00	+5.00	+6.00	+5.67

POOLED RATINGS FOR THE FORCES INVOLVED IN INSTITUTIONALING THE SAINT LEO COLLEGE LIBRARY ACQUISITIONS PROJECT (Cont.)

Interactive Forces	Developmental Stages 1	2	3	4	5
Extrapersonal (assessed on a scale of from -10 to +10, with no zero ratings allowed)					
Budget	+1.33	+2.33	+2.33	+4.33	+3.00
SACS	+8.33	+8.33	+8.33	+10	+10
Goal Hiatus (the gap between aspiration and achievement)					
	Aspiration and achievement levels (from 1 to 10)				
	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.
1. Increase library holdings	4.67 2.33	5.33 2.67	6 3.33	6.67 5	7.33 7.00
	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.
2. Improve instruction	6 2	6 2.33	6.33 3.33	7.33 6	8.33 7.33
	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.	Asp. Ach.
3. Reaffirm accreditation	10 2.33	10 3.67	10 5.33	10 7.67	10 10

NOTE: Stage 1 = exploration; stage 2 = formulation; stage 3 = trial; stage 4 = refinement; stage 5 = institutionalization. The mark ---- denotes a force that is not operant at the stage indicated.